Program Standards and Matrix
INITIAL PROGRAMS IN BILINGUAL/ESL EDUCATION

ND ESPB Standards	
24000.1 LANGUAGE The program requires the study of the major concepts, theories, and research related to the nature and acquisition of language and constructing learning environments that support English language learners' (ELL) language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. **24000.1.a. Describing language.** Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping English language learners acquire and use English in listening, speaking, reading, and writing for social and academic purposes. **24000.1.b. Language acquisition and development.** Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.	

24000.2. CULTURE

The program requires the study of the major concepts, theories, and research related to the nature and structure of culture and the construction of learning environments that support ELLs' language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.2.a. Nature and role of culture. Candidates know, understand, and use the major concepts principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

24000.2.b. Cultural groups and identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

24000.3. PLANNING AND MANAGING INSTRUCTION

The program requires study of multiple instructional approaches and strategies, including standards-based practices, as they relate to planning, implementing and management of ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.3.a. Planning for standards-based ESL and content instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates model effective use of academic English as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

24000.3.b. Managing and implementing standards-based ESL and content instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing and accessing the core curriculum. Candidates support ELLs in accessing the core curriculum as they learn language and academic content together.

24000.3.c. Using resources effectively in ESL and content instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching.

24000.4. ASSESSMENT
The program requires the studying issues of assessment and use of assessment measures that are standards-based as they relate to ELLs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.4.a. Issues of assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, special education testing including gifted and talented, and the importance of being standards-based) and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as these factors affect ELLs. **24000.4.b. Language proficiency assessment**. Candidates know and can use a variety of standards based language proficiency instruments to inform instruction, and understand their uses for identification, placement and demonstrating language growth of ELLs. **24000.4.c. Classroom-based assessments for English language learners.** Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction. ## 24000.5. PROFESSIONALISM The program requires the study of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELLs and their families and work collaboratively to improve the learning environment. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.	

24000.5.a. ESL research and history. Candidates demonstrate knowledge of history, research and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

24000.5.b. Partnerships and advocacy. Candidates understand how to serve as professional resources, advocate for English language learners, and build partnerships with students' families.

24000.5.c. Professional development and collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELLs.

24000.6. FIELD EXPERIENCE

The program requires a minimum of two semester hours of credit in a field experience with English language learners in an ESL or bilingual education setting for an endorsement. For a major in ESL or bilingual education, the program meets the normal degree requirements for clinical practice (student teaching) in the professional education sequence. The program uses a variety of performance assessments of candidates' field experience drawing upon suggestions under the other standards.

24000.7. TECHNOLOGY

The program requires the study of current, appropriate instructional technologies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.8. BILINGUAL EDUCATION The program requires the study of a variety of methods and strategies of teaching bilingual education, including an understanding of instructional programs in bilingual education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. **24000.9. LANGUAGE PROFICIENCY** The program requires a minimum of 16 semester hours of study in a language other than English or the equivalent in demonstrated language proficiency. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.	